

# SPEED S.E.J.A #802

Reading Curriculum  
Eighth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p><b>STATE GOAL 1:</b> Read with understanding and fluency.</p> <p><b>STANDARD: A</b> Apply word analysis and vocabulary skills to comprehend selections</p> <p><b>BENCHMARKS:</b> 1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas 1.A.3b Analyze the meaning of words and phrases in their context</p> <p><b>STANDARD: B</b> Apply reading strategies to improve understandings and fluency</p> <p><b>BENCHMARKS:</b> 1.B.3a Preview reading materials, make predictions and relate reading to information from other sources. 1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading. 1.B.3c Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings). 1.B.3d Read age-appropriate material with fluency and accuracy.</p> <p><b>STANDARD: C</b> Comprehend a broad range of reading materials</p> <p><b>BENCHMARKS:</b> 1.C.3a Use information to form, explain and support questions and predictions. 1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme. 1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres. 1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material. 1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires). 1.C.3f Interpret tables that display textual information and data in visual formats.</p>	<p>Workbooks</p> <p>Worksheets</p> <p>Shurley English curriculum</p> <p>Word Cards</p> <p>Computer programs</p> <p>Cooperative learning</p> <p>Word bank</p>	<p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Role Play</p> <p>Oral Presentations</p> <p>Games and Contests</p>
<p>Use word origins and derivations to understand meanings of new words.</p> <p>Apply knowledge of structural analysis to construct meaning of difficult or unfamiliar words.</p> <p>Infer the appropriate meaning of a word in context when the word has multiple meanings.</p> <p>Interpret idioms, similes, analogies, and metaphors to express implied meanings.</p> <p>Identify the effect of literary devices (e.g.,</p>		

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<p>allusion, diction, figurative language, imagery) in text.</p> <p>Interpret the effect of authors' decisions regarding word choice, content, and literary elements upon the text.</p> <p>Recognize specialized vocabulary/terminology.</p> <p>Preview reading materials using pre-reading strategies (e.g., skimming, scanning, predicting, SQ3R).</p> <p>Relate literature selections and informational text to self, world, and other texts.</p> <p>Identify text structure and create a mental/visual representation (e.g., graphic organizer, outline, drawing) to use while reading.</p> <p>Apply self-monitoring and self-correcting strategies continuously to clarify understanding (e.g., in addition to previous skills, draw comparisons to other readings).</p> <p>Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.</p> <p>Build, evaluate, and extend text interpretations</p>	<p>Dictionary/Thesaurus activities</p> <p>Making comments using a voice output device</p> <p>Respond appropriately to tone of voice</p> <p>Identifying picture or name</p> <p>Matching picture to word</p> <p>Identifying pictures vs. text</p> <p>PECs</p> <p>Identifying pictures or words (with voice output device or eye gaze)</p> <p>Reading log</p> <p>Picture walk</p> <p>Reading preview</p> <p>Newspaper activities</p> <p>Graphic organizers</p> <p>Reader's theatre</p> <p>Skimming or looking through reading materials</p>	<p>Data charting</p> <p>Task completion</p> <p>Amount of assistance required for task completion</p> <p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Role Play</p> <p>Oral Presentations</p> <p>Games and Contests</p> <p>Data charting</p> <p>Task completion</p>

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<p>through collaboration with others.</p> <p>Identify how different content areas require different organizational structures (e.g., lists/sequence, comparison, cause/effect, problem/solution, classification).</p> <p>Read aloud fluently (with accuracy and appropriate speed).</p> <p>Select and read books for recreation.</p> <p>Use information from text to form, explain, and support questions and predictions.</p> <p>Generate and respond to questions that reflect higher level thinking skills (e.g., analysis, synthesis, evaluation).</p> <p>Ask open-ended questions to improve critical thinking skills.</p> <p>Summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>Explain how the story elements, point of view, and theme contribute to reader understanding of the text.</p> <p>Select reading strategies for text appropriate to</p>	<p>appropriately</p> <p>Choice making</p> <p>Using a schedule</p> <p>Task analysis</p> <p>Concepts of print</p> <p>Using a first/then system</p> <p>Retelling a story with pictures or voice output device</p> <p>Answering questions about a story</p> <p>Sorting by category</p> <p>Using a sequencing switch</p> <p>Reading "News 2 You"</p> <p>Making choices</p> <p>Reciprocal teaching</p> <p>Graphic organizers</p> <p>Summary</p>	

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<p>the reader's purpose.</p> <p>Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.</p> <p>Compare story elements.</p> <p>Analyze and evaluate author's word choice.</p> <p>Connect, relate, interpret, and integrate information from various sources and genres (e.g., content area textbooks, novels, newspapers, magazines, poetry, drama, reference materials).</p> <p>Synthesize key points and supporting details to form conclusions.</p> <p>Recognize how illustrations reflect, interpret and enhance the text.</p> <p>Draw conclusions based on information found in visual information and data.</p> <p>Explain how visual information and data support written text.</p> <p>Apply appropriate reading strategies to fiction and non-fiction texts within and across content</p>	<p>Book club</p> <p>Pair sharing</p> <p>Create a project related to text</p> <p>Respond to W H questions</p> <p>Retell a story using pictures or a voice output device</p> <p>Completing a language experience activity</p> <p>Listen to age appropriate materials from different sources and genres</p> <p>Match pictures to words or objects</p> <p>Sorting pictures or words based on categories</p> <p>Ask for help</p>	

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**STATE GOAL 2** Read and understand literature representative of various societies, eras and ideas.  
**STANDARD: A** Understand how literary elements and techniques are used to convey meaning.  
**BENCHMARKS: 2.A.3a** Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.  
**2.A.3b** Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.  
**2.A.3b** Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.  
**2.A.3c** Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).  
**2.A.3c** Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).  
**STANDARD: B** Read and interpret a variety of literary works.  
**BENCHMARKS: 2.B.3a** Respond to literary material from personal, creative and critical points of view.  
**2.B.3b** Compare and contrast common literary themes across various societies and eras.  
**2.B.3c** Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

<p>Read extensively.</p> <p>Determine which literacy elements/techniques are dominant and subordinate in text.</p> <p>Explain how an author uses specific techniques to achieve intended effect.</p> <p>Explain how specific elements and techniques (e.g., dialect, setting, vocabulary) enhance characterization.</p> <p>State how changes in technique might affect</p>	<p>Story mapping</p> <p>Illustrations</p> <p>Reader's theatre</p> <p>Guest speaker</p> <p>Book club</p> <p>Computer programs</p> <p>Art projects</p>	<p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Role Play</p> <p>Oral Presentations</p> <p>Games and Contests</p>
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<p>aspects of the story.</p> <p>Analyze nonfiction (e.g., 5 w's).</p> <p>Identify details that reveal the genre (e.g., short stories, novels, dramas, poetry, biographies).</p> <p>Use textual structure, word choice and style to identify detail that reveals the author's viewpoint.</p> <p>Evaluate how a text reflects a culture, society, or historical period. Respond to text.</p> <p>Make connections from text to text, text to self, and text to world.</p> <p>Paraphrase, summarize, synthesize, and evaluate information from a variety of texts and genres.</p> <p>Make connections between text and its culture.</p> <p>Use literary themes to connect recurring problems over time and across cultures.</p> <p>Investigate how attitudes toward a situation or problem change in different periods of history or in different cultures.</p> <p>Engage in literary discussions (e.g., conflict, resolutions, relevance, background,</p>	<p>Listening to a book on tape</p> <p>Chart if you like/did not like book</p> <p>Expose students to unit related vocabulary</p> <p>Read nonfiction books</p> <p>Sequence events</p> <p>Complete a cultural activity related to a nonfiction Book</p> <p>Comprehension activities</p> <p>Computer programs</p> <p>Graphic organizers</p> <p>Newspaper activities</p> <p>Book club</p> <p>Pair sharing</p> <p>Oral presentation</p> <p>Relay a message</p> <p>Celebrate cultural holidays</p> <p>Complete a home/school notebook with</p>	<p>Data charting</p> <p>Task completion</p> <p>Amount of assistance required for task completion</p> <p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Role Play</p> <p>Oral Presentations</p> <p>Games and Contests</p>

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effectiveness, realism).	sentences or pictures  Cool tools  Create a timeline  Make charts relating to something in the story or that happened at home	

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**STATE GOAL 3** Write to communicate for a variety of purposes

**STANDARD: A** Use correct grammar, spelling, punctuation, capitalization and structure

**BENCHMARKS: 3.A.3** Write compositions that contain complete sentences and effective paragraphs using English conventions.

**STANDARD: B** Compose well-organized and coherent writing for specific purposes and audiences

**BENCHMARKS: 3.B.3a** Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

**3.B.3b** Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

**STANDARD: C.** Communicate ideas in writing to accomplish a variety of purposes.

**BENCHMARKS: 3.C.3a** Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.

**3.C.3b** Using available technology, produce compositions and multimedia works for specified audiences.

<p>Develop compositions that contain complete sentences and effective paragraphs.</p> <p>Use effective transition words and phrases within and between paragraphs.</p> <p>Use appropriate sentence structure (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, imperative, declarative, exclamatory).</p> <p>Proofread for correct English conventions.</p> <p>Use appropriate language, details, and format for a specified audience.</p>	<p>Story mapping</p> <p>Illustrations</p> <p>Theatre</p> <p>Book club</p> <p>Journaing</p> <p>5 paragraph essay</p> <p>Term paper</p> <p>Writing with symbols activity</p>	<p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Role Play</p> <p>Oral Presentations</p> <p>Games and Contests</p> <p>Term paper</p>
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<p>Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).</p> <p>Write a narrative account that establishes a context, creates a point of view, and develops a focused, powerful impression.</p> <p>Compose a multi-paragraph piece of expository writing.</p> <p>Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).</p> <p>Use available technology (e.g., web pages, presentations, speeches) to design, produce, revise, and present compositions and multi-media works.</p>	<p>IntelliTools activity</p> <p>PECs</p> <p>Create picture books</p> <p>Write personal information</p> <p>Four square</p> <p>Brainstorm</p> <p>Movie review</p> <p>Classroom newspaper</p> <p>Script writing</p> <p>Editing</p> <p>Website design</p> <p>Use IntelliKeys or adapted computers</p> <p>Create a daily schedule</p> <p>Use a task analysis to complete a task</p> <p>Make comments using visual supports or voice</p> <p>Use visual supports or voice output device to share a story</p>	<p>Data charting</p> <p>Task completion</p> <p>Amount of assistance required for task completion</p> <p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Role Play</p> <p>Oral Presentations</p> <p>Games and Contests</p> <p>Script</p> <p>Newspaper</p> <p>Data charting</p> <p>Task completion</p> <p>Amount of assistance required for task completion</p>

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(Skills/Concepts)

**Suggested Activities and Materials**

**Assessment/Evidence of Mastery**

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Retell events from a previous activity Write your name or identify your name or picture Make choices
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<p><b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b>  <b>STANDARD: A Students who meet the standard can listen effectively in formal and informal situations.</b>  <b>BENCHMARKS:</b> 4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.            4.A.3b Compare a speaker's verbal and nonverbal messages.            4.A.3c Restate and carry out multistep oral instructions.            4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).</p> <p><b>STANDARD: B. Speak effectively using language appropriate to the situation and audience.</b>  <b>BENCHMARKS:</b> 4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.            4.B.3b Design and produce reports and multi-media compositions that represent group projects.            4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).            4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict</p>	<p>Follow directions activities</p> <p>Recalling facts from oral presentation</p> <p>Presentation critique</p> <p>Illustrate presentation summary</p> <p>Summarize presentation</p> <p>Class discussion</p> <p>Role play</p> <p>Generate questions about presentation</p>	<p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Role Play</p> <p>Oral Presentations</p> <p>Games and Contests</p> <p>Data charting</p>
<p>Appraise the situation and assume the appropriate listening mode.</p> <p>Separate main ideas, supporting facts, and details while listening.</p> <p>Record appropriate notes and rough outlines with editorial comments.</p> <p>Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).</p> <p>Determine meaning from speaker's denotations</p>		

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<p>and connotations.</p> <p>Differentiate between the speaker's factual and emotional content.</p> <p>Infer speaker's bias and purpose." Analyze, paraphrase, and summarize information, in both oral and written form, information in formal/informal presentations.</p> <p>Formulate probing, idea-generating questions to clarify meaning.</p> <p>Follow a multi-step set of instructions to complete a task.</p> <p>Modify, control, block out both internal and external style with the characteristics of the audience and intent of the message.</p> <p>Employ an engaging introduction, appropriate organization, and an effective conclusion.</p> <p>Use verbal and nonverbal cues to engage the audience.</p> <p>Use language that is clear, audible, and appropriate.</p> <p>Use appropriate grammar, word choice, and</p>	<p>Charades</p> <p>Look at the speaker</p> <p>Retell facts using visual supports or voice output device</p> <p>Respond to tone of voice</p> <p>Respond to name</p> <p>Follow verbal or pictorial directions</p> <p>Speeches</p> <p>Following directions activities</p> <p>Community meeting</p> <p>Show and tell</p> <p>Plays</p> <p>Team games</p> <p>Interview others</p> <p>General conversation</p> <p>Power point presentation</p> <p>Role play</p>	<p>Task completion</p> <p>Amount of assistance required for task completion</p> <p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Role Play</p> <p>Oral Presentations</p> <p>Games and Contests</p> <p>Script</p> <p>Data charting</p> <p>Task completion</p>

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<p> pacing.</p> <p> Utilize available technological resources (e.g., Internet, video, overhead, pictures, maps, diagrams).</p> <p> Incorporate feedback to make impromptu modifications.</p> <p> Manage use of note cards, graphic organizers, various forms of outlining and/or other visual aids in oral presentations.</p> <p> Discuss a problem, list possible solutions, and analyze and evaluate solutions to arrive at a group consensus.</p> <p> Evaluate and provide evidence to support synthesis of other people's content or feelings.</p> <p> Rehearse presentations to overcome communication anxiety and apprehension.</p> <p> Demonstrate composure while confronting and rebutting opposing viewpoints. mal distractions.</p>	<p> Respond to facial expressions</p> <p> Make comments</p> <p> Practice appropriate greetings</p> <p> Initiate conversation</p> <p> Look at pictures</p> <p> Eye gaze</p> <p> Use a voice output or PECs to communicate</p> <p> Cool tool activities</p> <p> Identifying feelings and emotions</p> <p> "Melt" or "Up" activities</p>	

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**STATE GOAL 5:** Use the language arts to acquire, assess and communicate information.

**STANDARD: A** Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

**BENCHMARKS:** 5.A.3a Identify appropriate resources to solve problems or answer questions through research.  
5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.

**STANDARD: B** Analyze and evaluate information acquired from various sources.

**BENCHMARKS:** 5.B.3a Choose and analyze information sources for individual, academic and functional purposes.  
5.B.3b Identify, evaluate and cite primary sources.

**STANDARD: C** Apply acquired information, concepts and ideas to communicate in a variety of formats.

**BENCHMARKS:** 5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.  
5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.  
5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

<p>Survey, with appropriate guidance, a subject and select a topic.</p> <p>Identify steps that need to be taken to present an idea or solve a problem using multiple sources.</p> <p>Choose a variety of sources to gain new information or solve a problem.</p> <p>Identify accurate, current, and credible sources to solve problems or answer questions through research.</p> <p>Arrange information in an orderly manner (e.g., outlining, sequencing.)</p>	<p>Research paper</p> <p>Interview</p> <p>Picture board</p> <p>Career plan</p> <p>Community trip</p> <p>Newspaper search</p> <p>Oral presentation</p> <p>Sequence activities</p> <p>Make choices</p>	<p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Oral Presentations</p> <p>Games and Contests</p> <p>Newspaper</p> <p>Data charting</p> <p>Task completion</p>
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<p>Follow appropriate style manual accurately (e.g., APA, MLA).</p> <p>Analyze information from primary and secondary print and non-print sources.</p> <p>Develop a bibliography/ source(s) cited from identified and evaluated information.</p> <p>Cite the source(s) of all direct quotations and paraphrased/summarized information.</p> <p>Recognize how to develop source(s) cited page from only the sources used in paper.</p> <p>Analyze, evaluate, and synthesize original work and researched information.</p> <p>Use effective print and non-print documents.</p> <p>Justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</p> <p>Cites or credits sources appropriately; and uses self, peer, or teacher feedback where</p>	<p>Use a task analysis</p> <p>Use a schedule</p> <p>Use manipulative</p> <p>Research paper</p> <p>Interview</p> <p>Power point presentation</p> <p>Picture board</p> <p>Oral presentation</p> <p>Research games</p> <p>Scavenger hunt</p> <p>Newspaper search</p> <p>Identify print</p> <p>Identify pictures</p> <p>Listen to information from a variety of sources</p> <p>Look at the speaker</p>	<p>Amount of assistance required for task completion</p> <p>Multiple choice tests</p> <p>Portfolios</p> <p>Rubrics</p> <p>Teacher observation</p> <p>Oral Presentations</p> <p>Games and Contests</p> <p>Data charting</p> <p>Task completion</p> <p>Amount of assistance required for task completion</p>

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<p>appropriate.</p> <p>Design and present a project (e.g., written report, graphics, visuals, multi-media presentations) that:</p> <ul style="list-style-type: none"> <li>Effectively communicates the intended message;</li> <li>Engages the audience's interest;</li> <li>Establishes and maintains a focus;</li> <li>Organizes around a structure appropriate to purpose, audience, and context;</li> <li>Elaborates ideas through facts, details, description, analysis, and narration;</li> </ul>	<p>Story writing</p> <p>Plays</p> <p>Oral reading</p> <p>Sorting games</p> <p>Poetry writing</p> <p>Answer questions</p> <p>Look through adapted books</p> <p>Use a computer</p> <p>Create a project from a variety of materials (collage)</p> <p>Language experience activity</p> <p>Make picture stories or books</p> <p>Use voice output devices or visual supports</p>	